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ABSTRACT

Kansas Institutions of Higher Education (KIHE) is a program which disseminates information, processes and procedures relating to personal, attitudinal, and organizational change from a single Dean's Grant Project at Kansas University to all the teacher education programs in Kansas. The program focused on preparing teacher-trainees to educate exceptional children in regular classrooms. This demonstration project trains chief academic officers to initiate curriculum revision in teacher education at the smaller institutions. KIHE has four goals: (1) to acquaint chief academic officers with the need for curricular revision in teacher education; (2) to develop, use, and evaluate training materials to assist faculty in revising curricula; (3) to implement and evaluate a statewide delivery system in which faculty representatives provide local training for curriculum revision; and (4) to document the effectiveness of this approach and disseminate these practices for nationwide use. The progress of this ongoing project is discussed, and examples are given of changes which have already taken place as a result of the project. (CB)

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Beyond the Mandate: The Professional Imperative in Kansas

by

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With the attention of the nation focused on quality education for all students, the issue of optimally qualified teachers places critical focus upon those institutions which produce the educators of America. Passage of P.L. 94-142 was the catalyst for monumental changes in the ethos of public education. Deans' Grants of 1975-1984 provided the vehicle for 154 major Schools of Education to combine the traditional, training programs of general and special education. The coalescence has produced positive changes in attitudinal, curricular and organizational dimensions of such programs.

A pioneer in the production of special education graduates as well as in the mainstreaming movement The University of Kansas became a nine year recipient of a Deans Grant. The initial three years of the grant were spent in revising curriculum so that content and experiences relating to exceptional children permeated the entire program. Since children are more alike than different, emphases on excellent teaching for handicapped students, necessarily affects the quality of learning experiences for all children. Concomitantly with the programmatic changes, a four volume set of instructional modules were produced which have served as prototypes for resource materials developed around the country.

The next three years were spent in implementing and evaluating the new training program, a process which involved changes at administrative, departmental and personal levels. Analyses during that phase revealed the complexities and extensiveness of integrating mainstreaming competencies into a traditional

pre-service program. As a result, a third phase was initiated in which the School extended the previously developed mainstreaming curriculum into the extended five year program becoming recognized as a valuable alternative throughout the nation. Kansas University's set of preparatory experiences, reflecting the mandate of P.L. 94-142, is presently in operation. The challenge is being met to reform training sequences and curricula to include competencies for responding to needs of handicapped children in the mainstream.

But what of those institutions which did not receive Dean's Grants, who produce 62% of teacher education graduates in the United States? It was in response to this question that Dr. Robert Hohn of Kansas University designed and implemented the training model to disseminate valuable knowledge and resources to schools of higher education throughout the state of Kansas.

KIHE, (Kansas Institutions of Higher Education) is a demonstration project originating at the Kansas University School of Education in which chief academic officers of smaller institutions are trained to initiate curriculum revision in teacher education. The training is directed toward a short-term consortium of similar colleges, all possessing similar problems and working toward common goals. This type of temporary support system can add impetus for creative ideas generated by faculty interested in change. Unencumbered by "bureaucratic machinery" temporary support system is "flexible and adaptable, able to address immediate needs while emphasizing quality teacher education reform." (Reynolds, 1982).

Changes in curriculum identified by project participants are for the purpose of preparing teacher-trainees to educate exceptional children in regular classrooms. There are four major objectives of the three year project:

1) To acquaint chief academic officers (Deans or their designees) with the need for curricular revision, a rationale for such a change, content that needs to be incorporated into revised teacher education curricula, the processes whereby the change effort may be accomplished, and the central role chief academic officers play in leading the change process.

2) To develop, utilize and evaluate training materials that would assist college faculty to revise pre-service regular teacher education programs to prepare prospective teachers to educate handicapped children in least restrictive environments.

3) To implement and evaluate a state-wide service delivery system in which faculty representatives from target colleges are prepared as institution-based instructional support teams who can then provide local training to faculty changes in curricula.

4) To document the effectiveness of the approach to training, implement and evaluate materials and procedures used in this project, and to disseminate nation-wide practices that produce desired outcomes.

The training project required an initial involvement of five first-phase schools. Attainment of Objective One for the first phase schools occurred as a result of four informative training conferences conducted from November 1983 till May, 1984. Chief academic officers in the teacher education area, as well as one other faculty member from each of the five schools attended the four sessions. The first was held in Lawrence, Kansas on November 18-19, 1983. This two-day workshop included the following topics:

"Teacher Preparation and the Education of Exceptional Children - Recent History"

"Effective Educational Practice and Teacher Competency"

"Effective Teacher Education Programs"

"Program Assessment and Evaluation"

"Faculty and Student Attitude Change"

These topics were believed to cover the basic areas of information required of faculty preparing to train teachers of handicapped children in regular classrooms. After an opportunity for discussion of each topic the group planned the three remaining workshops. Each team of representatives described how their own institutions faced the issues raised by these topics.

The second conference was held at Benedictine College in Atchison, Kansas on January 27, 1984. In attendance were the same group of institutional representatives, as well as students from the teacher education program at Benedictine and invited faculty.

The morning topic was the Individualized Educational Plan (IEP) and how to conduct the IEP conference. Participants saw a video-tape on how "not to" and how "to" conduct a conference.

The role of the regular classroom teacher in the conference was emphasized, with the contributions of other educational personnel also considered. Discussion of the teacher's role followed. The afternoon session was devoted to each institution's specific plans as to what their training revisions would be, and discussion of possible ways to make those revisions.

The third conference was conducted on March 30, 1984 at Saint Mary College in Leavenworth, Kansas. The morning session consisted of a presentation on the adaptation of methods and materials for mentally retarded students, a topic which had been identified in the fall as one of vital interest to project members. A discussion as to the application of this content to teacher training methodologies ensued. The afternoon was devoted to a discussion of adopting instructional methods and meterials for the learning disabled. This topic had also been identified as one of concern to project participants.

Washburn University in Topeka, Kansas sponsored the fourth conference on May 18, 1984. Present at this session were two representatives from each of the first-phase schools, and representatives from the eleven second-phase institutions. Our timeline called for the second phase schools to be invited to this last conference in order to hear what each of the five first-phase institutions had accomplished during the year. The morning session of this conference was a "get acquainted" meeting in which institutional participants met and compared

notes. First-phase schools described the year's activities and their plans for the future. The afternoon session was devoted to educational provisions and referral procedures useful in working with behaviorally disordered children.

In addition to the four conferences, project staff individually visited the campuses of each of the five institutions to provide consultant advice to faculty, so as to facilitate curricular and organizational change. Institutions were helped in preparing written plans detailing the types of changes they anticipated which was presented at the May conference. First year institutions were also aided in identifying instructional materials and in locating where and how these materials might be used most effectively in their teacher preparation program.

By the end of the project's first year, there was much evidence of changes in programs as well as enthusiastic involvement of representatives from all five participating institutions. Faculty sessions concerning the subject of mainstreaming and the challenge of the mandate were held at all five schools. New personnel, including three persons with degrees in special education were hired by three institutions. All five conducted needs-assements promoting faculty awareness and evaluating special education content in general education courses, resulting in course revision at all schools. Benedictine College introduced a new course called Introduction to Education which includes an experiential component with the goal of early involvement on the part of pre-service teachers. Prospective teachers benefit from experiences which lead to a knowledgeable decision regarding the choice of teaching as a career.

Research supports a theoretical and experiential duality for optimum preparation in teacher education. To provide the duality, all five schools encouraged student involvement which took many forms including service to the community. (See Appendix B).

All five schools, by the close of the first phase of the project, had placed a significantly greater emphasis on all aspects of optimal education for handicapped children in regular classrooms.

During the second year of the project the first few months were spent in visiting each of the eleven second-phase schools. Chief academic officers and key faculty were interviewed and a needs assessment of each institution was conducted. It was decided that these individual visits were necessary because the needs of many of the second-phase schools were different from those of the first-phase institutions, as had been suggested in the earlier May conference. Six of the second-phase schools had been involved in the Associated Colleges of Central Kansas -- a consortium of small colleges that had received previous Dean's Grant funding. These faculties were aware of the implications of P.L. 94-142, had begun to consider changes in their curriculum to reflect the new teacher training expectations, and were ready for further information as to actual content and instructional strategies. The other five schools were not at all familiar with the training implications of P.L. 94-142 and had not yet begun to revise their curriculum. An initial conference serving as an awareness activity for all eleven colleges seemed, on the basis of their differing pervious experiences to be inappropiate.

As a result of the eleven needs assessment visits, priorities related to teacher training for each of the second-phase schools were identified. In addition, initial plans for how these priorities might be met were established. For example, Bethel College had identified a need to add a secondary reading course to their teacher training curriculum. A specific workshop on this topic for them and school district personnel in the surrounding areas was conducted.

Another example of a special priority was the concern of St. Mary of the Plains College to provide information to their entire college faculty. Faculty at this institution had noticed an increase of students with specific learning disabilities appearing in their classes. A session suggesting a variety of intervention strategies for use with learning disabled college learners was designed for this particular institution.

In April a conference involving all 16 participating institutions as well as the Topeka School District will be hosted by Washburn University. This conference will discuss recent materials designed to aid the learning of students with differing disabilities. Of equal importance will be the addressing of teacher adaptations for specific students. A final session will be devoted to micro-computer software, applicable to disabled learners.

Throughout the second-phase, the coordinator and assistant coordinator are in communication with the academic officers, offering and providing services such as guest lecturing (viewed as modeling) and individual site seminars. February 19, 1985 is the date on which the self esteem of teachers and children will

be addressed for all education students at Sterling College. Title of the seminar is "Celebrate the Moments of Your Life". Subsumed topics include Celebrate the Moments of Your Life as a Unique Human Being and Celebrate the Moments of Your Life as a Prospective Teacher. Time in the afternoon will be reserved for individual conferences and small group sharing. The importance of adequate self-esteem for both teacher and learner cannot be over-emphasized. The ultimate success of the mainstreaming movement hinges on variables such as self-worth and communication of worthiness.

Thus, the second year moves along productively, providing a personalized, individualized model of change enhanced by total group conferences to synthesize and further disseminate knowledge. Three large-scale conferences are planned:

1. "The Year in Review -- KIHE Project accomplishments to date" - University of Kansas, Lawrence, Kansas May, 1985. This conference will serve as a culminating activity for the year and will allow each of the 16 KIHE colleges to report on their individual efforts. Plans for the third year will also be established.
2. "Extending the Mandate -- Working with Local Schools" - Early Fall, 1985 - location to be determined. It is anticipated that part of the conference will be devoted to the training relationship between teacher education institutions and local school districts. An ongoing problem in teacher education is ensuring adequate practicum experiences for teacher trainees. Positive

experiences that each of the member institutions have had with their local districts will be shared, and an external consultant will make a keynote presentation. Representatives from local school districts will also be available and participate in a panel. The emphasis will be on how do we ensure that competencies acquired in the on-campus part of training are extended to field placements.

3. "Where Are We and Where Do We Go From Here?" - The final group conference planned early spring, 1986. This will serve as a wrap-up session in which participates discuss their accomplishments and what still needs to be done. Time will be reserved for any special topics that might arise as needs are assessed.

Objective Two of the Project required the development, utilization and evaluation of training materials designed to assist college faculty in revising teacher education programs. The training materials referred to consist of two components: -- verbal presentations, hand-outs, reproduced journal articles and other prepared materials and films, videotapes and "hands-on experience" such as field-trips or simulations. In order to evaluate these various items, each conference concluded with a written evaluation by each participant of the materials, presentations, facilities and organization of the meeting's events. These were analyzed and strong and weak components were identified. The

first year's conferences were found to contain several components rated as excellent -- a presentation on the adaptation of methods and materials for teaching mentally retarded students an an accompanying handout, for example. Another presentation on working with emotionally troubled youngsters received a less favorable rating.

As a result of these evaluations, second and third year activities will be modified with strengths continued and weaknesses remediated. In addition, the positive evaluation of specific materials, such as the IEP conference videotape provided information relevant to the development of a training manual. A training manual will be provided to each individual seeking to initiate curricular revision in teacher education. It will include appropriate commentary, reprints of selected articles, curriculum guides, transcripts and discussion ideas for films and videotpaes, and ideas for organizing the change process. A preliminary table of contents for our manual, is in Appendix A.

Objective Three called for the implementation and evaluation of a state-wide delivery system in which trained faculty serve as institution-based change agents. The utilization of first-phase faculty to work with other members of their institutions is the major method employed. At present first-phase faculty have made substantial changes in their teacher training curriculums so that the competencies required of teachers of handicapped learner in regular classrooms will be presented and attained. A display of the revisions made by the five first-phase institutions is presented in Appendix-B.

First-phase faculty also served as resource for second-phase schools now beginning the training cycle. Their descriptions of first year activities and the changes each institution envisioned in the future as a result of the project were excellent stimuli for new institutions at the May conference. In future conferences, they will serve a similar prupose.

Each of the 16 project institutions will be visited by project staff during the summer and fall of the third year. The purpose of these visits is to identify particular problems and curricular revision needs, make presentations or provide advice about specific issues, identify and provide instructional materials useful in teacher education courses and acquaint project participants with recent or forthcoming research and development findings. Visits will be particularly important for the eleven second-phase institutions who will have initiated curricular change in the previous year.

Objective Four of the Project deals with dissemination. Results of the project will be disseminated during the third year via several mechanisms. Project staff will make presentations according to institutions needs at the time. In addition, dissemination of project activities and results will occur through written products such as the Training Manual, journal articles, the University of Kansas, School of Education Newsletter, and State of Knasas Department of Education publications.

In 1978 the AACTE adopted a position that "all educators and society at large share a commitment to developing and maintaining optimum learning environments for every individual from birth to adulthood" (AACTE, 1978).

KIHE is disseminating information, processes and procedures of personal, attitudinal, and organizational change from one Dean's Grant to an entire state.

It is hoped that this model project will serve as a paradigm for other schools of teach preparation, thereby promoting the excellence desired by all educators.

Appendix A

KIHE Training Manual - Outline

I. History
   A. PL 94-142 - Legal and historical precedents
   B. Dean's Grants
      1. faculty awareness/attitudes
      2. student involvement
      3. curricular change
      4. organizational change
   C. KIHE Grant
      1. 1983-84
      2. 194-85
      3. 1985-86 projection

II. Faculty Awareness
   A. Impact of PL 94-142 on Teacher Educators
   B. Attitude Change -- How does it occur?

III. Student Awareness
   A. Let's REview
   B. Data Collection and Analysis

IV. Instructional Materials
   A. Resource List (3)
   B. K.U. Modules
   C. Video tape information: IEP
      1. Transcript and discussion questions
   D. REadings on the IEP
   E. Information about adaptations for different categories of exceptionality
      1. Mentally Retarded
      2. Learning Disabled
      3. Physically Handicapped
         a. visual
         b. hearing
         c. orthopedic
      4. Behaviorally disordered
         a. personal needs
         b. social behavior

V. Curricular Adaptation
   A. Content Reading
   B. Adaptive Physical Education
   C. Social Studies
   D. Others

VI. Evaluation Modifications
   A. Formative Evaluation of Students
   B. Summative Evaluation of Students
   C. Needs Assessment of Programs

VII. Concluding Statement

VIII. References and Bibliography

APPENDIX B

Summary of Curricular Changes: 1985-1986
First-Phase Institutions

	Faculty Awareness	New Faculty Hired	Needs Assessment	Student Awareness/ Involvement	Course Revision: St. Teaching	Methodology	New Courses Added	Outreach	Field Experience	Resources Acquired
BAKER	-Orientation for 2 new ed faculty members, 1 spec. ed., 1 reg. ed.	2	Dialogue between Chair & new faculty members re: meeting needs of U. re: PL 94-142		Adjustments made to use new faculty to greatest advantage				-St. teaching to include mainstreamed children -written report on experiences	-KU Modules -KUHE materials -books
BENEDICTINE	-CEC convention reps. -extensive faculty report & dialogue -new faculty members; Ph.D. in Spec. Ed.	1	course revision to include Spec. Ed. more integrally: -Elem. Methods in Lang. Arts -Elem. Methods in Science & Math -Secondary Methods	5 students attended CEC, Washington, DC. Special Olympics leadership Circle K leadership for handicapped.	added special ed. competencies	spec. ed. faculty guest lectured in classes. ECE faculty guest lectured. in classes	Intro. to Ed. Future Courses Field exp. for Ed. majors	-Faculty worked w/ Spec. Ed. teachers in public & parochial Atchison schools. -Assisted at Youth Center	-St. teach-into to include mainstreamed children -written report on experiences	-KU modules -KUHE materials -"Hello Everybody" slide/cassette program -childrens books
MID-AMERICA NAZARENE	-ed. faculty discussions re: PL 94-142; mainstreaming components of teacher ed. program		Evaluated spec. ed. content in course syllabi: Foundations of Ed. Ed. Psych. Adaptive Phys. Ed. - deliberate effort being made to enroll more ed. students	Sponsored Wheelchair basketball game. tutored handicapped child setting services for handicapped Special Olympics leadership	added Special Ed. competencies	Informal assessment of mainstreaming focus w/in teachers ed. courses. student discussions		Increased Dialogue w/ cooperating teachers	-St. teach-in to include mainstreamed children -written report on experiences	-KU modules -KUHE materials -books

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	Faculty Awareness	New Faculty Hired	Needs Assessment	Student Awareness/ Involvement	Course Revision: St. Teaching	Course Revision: Methodology	New Courses Added	Outreach	Field Experience	Resources Acquired
ST. MARY LEAVENWORTH	-faculty person attended Florida Dean's Grant Conf. - faculty person attended ECE workshop in Europe -called faculty meeting to address Spec. Ed. instruction integration		-course revision -survey to determine status of spec. ed. -st. teacher competencies -input from parents of spec. ed. students -Early Childhood Ed. Elem. methods Student teaching. Social Foundations of Ed. Ed. Psych. (added components of observation/ participation w/except. children.	-students attended KIHE meeting on campus -Special Olympics leadership	added requirement of summary of experiences w/ excep. students	presentations: 1. adaptation of teaching methods for special needs 2. IEP components		-Bennett & dialogue: faculty & cooperating teachers -Sp. Ed. faculty guest lectured in classes on campus -Sp. Ed. teachers guest lectured at college	-St. teaching to include mainstreamed children -written report on experiences	-KU modules -KIHE material -new journals -new filmstrips -new library books -testing materials
WASHBURN	-survey of faculty -new faculty member, Ph.D. in Spec. Ed.	1	survey results distributed to all involved faculty	-exhibits & handbook Title: Welcome to the World of Real People -Special Olympics leadership -newsletter produced for first time	In Progress			2 faculty persons joined boards for handicapped guest lecture St. Dept. of Ed.	-St. teaching to include mainstreamed children -written report on experiences	-KU modules -KIHE material -new journals -testing materials

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